DOCUMENT RESUME

ED 438 216 SO 031 332

AUTHOR Ahmann, Debi; Berkey, Jack; Bisenias, Mike; Christen, Tom; Dawley, Debby; Gallagher, Karen; Henry, Al; Johnson, Ruth; Kautzman, Darlene; Laskowski, Dina; Mowers, Erin; Netland, Arlys; Nix, Alice; Sheehan, Jim; Trotter, Maxine; Whitney, Paul; Vainonen, Dan

TITLE North Dakota Social Studies Standards. Draft in Progress, Spring 1999.

INSTITUTION North Dakota State Dept. of Public Instruction, Bismarck.

PUB DATE 1999-00-00

NOTE 58p.

AVAILABLE FROM Department of Public Instruction, Central Services, State Capitol - 11th Floor, 600 E. Boulevard Avenue, Bismarck, ND 58505-0440. Tel: 701-328-2272.

PUB TYPE Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Academic Standards; Benchmarking; Elementary Secondary Education; Public Schools; *Social Studies; *State Standards; Student Educational Objectives

IDENTIFIERS National Social Studies Standards; *North Dakota

ABSTRACT

This document outlines the Spring 1999 draft of new social studies standards for the state of North Dakota. The standards in the document are based on previous North Dakota standards, national standards, and standards from other states. The primary reason for teaching social studies is to transfer and extend knowledge about the principles upon which the United States was founded, including the idea of liberty and justice for all, the uniqueness of freedom, and the opportunities provided in a democracy. Through discussion of the various sources and a consensus process, the document's writing team defined nine standards that reflect the various disciplines and the unique nature of North Dakota. These standards are: (1) Nature of History; (2) Political Institutions; (3) Economic Systems; (4) Social Studies Resources; (5) Role of the Citizen; (6) Geography; (7) Culture; (8) Sociology and Psychology; and (9) Sovereign Tribal Nations. Benchmarks, examples of specific knowledge supporting the benchmarks, and examples of activities supporting the standards and benchmarks are given for three different grade groupings of students: K-4, 5-8, and 9-12. (BT)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 438 216

North Dakota
Social Studies Standards

Draft in Progress
Spring 1999

SO 031 332

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Linnertz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

North Dakota Department of Public Instruction

Dr. Wayne Sanstead, State Superintendent

Bismarck, North Dakota

Copyright 1999 by the North Dakota Department of Public Instruction, 600 East Boulevard Avenue, Bismarck, North Dakota 58505-0440.

Permission to reproduce these materials is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota Department of Public Instruction.

NORTH DAKOTA SOCIAL STUDIES STANDARDS WRITING TEAM

Debi Ahmann
Bel Air Elementary
Minot

Jack Berkey
Discovery Junior High
Fargo

Mike Bisenias
South Middle School
Grand Forks

Tom Christen
Williston High
Williston

Debby Dawley
Munich Elementary
Munich

Karen Gallagher
Kelly Elementary
Grand Forks

Al Henry
Central Middle School
Devils Lake

Ruth Johnson
Priairie Junior High
Fairfield

Darlene Kautzman
Mandan Senior High
Mandan

Dina Laskowski
Jamestown College
Jamestown

Erin Mowers
Centennial Elementary
Fargo

Arlys Netland
Valley City Junior High
Valley City

Alice Nix
Bismarck Century High
Bismarck

Jim Sheehan
University of North Dakota
Grand Forks

Maxine Trotter
Prairie Junior High
Fairfield

Paul Whitney
Central Cass High School
Casselton

Dan Vainonen
Jamestown High School
Jamestown

PROJECT DIRECTOR

Ann Clapper
Department of Public Instruction
600 E. Boulevard Avenue
Bismarck, ND 58505
Phone: 701-231-6030
Fax: 701- 231-6052
Email: aclapper@sendit.nodak.edu

CONSULTANTS

Eric Clausen
North Dakota Geographic Alliance
Minot State University
Minot, ND 58707
Phone: 701-858-3587
Email: clausen@warp6.misu.comp.edu

Curt Eriksmoen
Department of Public Instruction
600 E. Boulevard Avenue
Bismarck, ND 58505
Phone: 701-231-6062
Fax: 701- 231-6052
Email: ceriksmo@sendit.nodak.edu

Ceri B. Dean
McREL
2550 S. Parker Rd., Suite 500
Aurora, CO 80014
Phone: 303-632-5514
Fax: 303-337-3005
Email: cdean@mcrel.org

This publication is available from:
Department of Public Instruction
Central Services
State Capitol – 11th Floor
600 E. Boulevard Avenue
Bismarck, ND 58505-0440
(701) 328-2272

TABLE OF CONTENTS

Components of the Document

Introduction

Content Standards

Summary of Grades K – 4 Benchmarks

Grades K – 4 Benchmarks, Specific Knowledge, Sample Activities
- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6
- Standard 7
- Standard 8
- Standard 9

Summary of Grades 5 – 8 Benchmarks

Grades 5 – 8 Benchmarks, Specific Knowledge, Sample Activities
- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6
- Standard 7
- Standard 8
- Standard 9

Summary of Grades 9 – 12 Benchmarks

Grades 9 – 12 Benchmarks, Specific Knowledge, Sample Activities
- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6
- Standard 7
- Standard 8
- Standard 9

References
Resources

COMPONENTS OF THE DOCUMENT

Content Standards – general statements that describe what students should know and the skills they should have in a specific content area.

Benchmarks – statements of knowledge and skill that define a standard at a given developmental level.

Examples of Specific Knowledge – facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that describe the specific information or skills that students should acquire to meet a standard.

Examples of Activities – instructional activities that students could do to acquire the knowledge and skills described in the standard and benchmarks.

INTRODUCTION

Development of the Document

The social studies standards for the state of North Dakota were developed by a diverse team of educators, kindergarten through higher education, during 1997-98. The purpose of these new standards is to provide a framework from which teachers of North Dakota can design their social studies curriculum. The standards in this document are based on previous North Dakota standards, national standards, and standards from other states. Through discussion of the various sources and a consensus process, the writing team defined nine standards that reflect the various disciplines and the unique nature of North Dakota.

Organization of the Document: The Standards

The expectations for the knowledge and skills that students should acquire are defined in this document using several levels of specificity. First, there is a standard that presents a general theme that students need to understand. The standards are written around the following themes: history, political institutions, economic systems, social studies resources, citizenship, geography, cultures, sociology, psychology, and the sovereign tribal nations of North Dakota.

There is no significance to the order in which the standards are presented. There is no assumption that each standard should receive the same amount of time in the curriculum. The amount of time spent on any given benchmark is a local decision and depends on the nature and scope of the knowledge and skills that students must acquire.

Other Sections of the Document

Each standard is followed by a set of benchmarks that address specific areas of concentration with regard to the theme. The benchmarks are followed by examples of specific knowledge that students should know. Finally, suggested activities are presented which integrate the specific knowledge, benchmarks and broad theme. Please note that these activities are suggestions only - they are not mandates. The intent of the examples of specific knowledge and activities is to provide clarity about the expected knowledge and skills that students should acquire.

Format of the Standards and Benchmarks

The standards and benchmarks in this document are written in a format that indicates the type of knowledge that the standard requires. One type of knowledge is information (facts, time sequences, cause-effect relationships, principles, generalizations, concepts). Since information is something that you know or understand, information-type standards and benchmarks in this

document begin with the word "know" or "understand" (ex. "Students understand the significant events, issues, and major forces affecting United States history.").

Introduction

Another type of knowledge relates to skills and processes. Standards and benchmarks that address this type of knowledge usually begin with a verb that describes the use of the skill or process (ex. "Students use various map forms, tools, and technologies to acquire, process and report information.").

Our use of the words "know" and "understand" refers to the **type** of knowledge (information or skills specific to the content area), not the **level** of knowledge or an activity in which students engage to learn or demonstrate their knowledge (ex. "Students compare and contrast information about financial institutions following presentations by institution representatives."). There are many ways to assess understanding and skills; the decision about how to assess the knowledge described in these standards and benchmarks is left to teachers and districts.

Helping Students Reach Standards

Although the benchmarks defined in this document are written as expectations for students at the end of grades 4, 8, and 12, this document is designed for use by all educators in grades K-12. Everyone has a responsibility to provide students with opportunities to acquire the knowledge and skills defined by the standards and benchmarks. How to distribute these opportunities across the grade levels is a decision left to local districts.

Goals of Social Studies Program

One reason for teaching social studies is to transfer and extend knowledge about the principles upon which this country was founded, including the idea of liberty and justice for all, the uniqueness of freedom, and the opportunities provided in a democracy. In addition to supporting these ideas, we believe that the standards and benchmarks in this document address the following goals for the teaching of social studies:

- Provide students with a better understanding of the contributions of various cultures and decrease stereotypes.
- Overcome "presentism" and give students a sense of their place in time and enable them to adapt to societal changes that will occur in their lifetime.
- Enhance students' understanding of the world, whether the world is defined as "self" or the local, state, regional, national or international community.

We hope that this document will prove useful in the teaching of social studies in the state.

NORTH DAKOTA SOCIAL STUDIES STANDARDS

Standard 1: Nature of History
Students understand the nature and scope of history.

Standard 2: Political Institutions
Students understand how political institutions develop and function.

Standard 3: Economic Systems
Students understand different types of economic systems.

Standard 4: Social Studies Resources
Students understand how to use social studies resources.

Standard 5: Role of the Citizen
Students understand the role of the citizen in society.

Standard 6: Geography
Students understand geographic elements as applied to social studies.

Standard 7: Culture
Students understand the importance of culture.

Standard 8: Sociology and Psychology
Students understand the basic concepts of sociology and psychology.

Standard 9: Sovereign Tribal Nations
Students understand the history and perspective of the sovereign tribal nations of North Dakota.

SUMMARY OF GRADES K – 4 BENCHMARKS

Standard 1: Students understand the nature and scope of history.

4.1.1 Understand the events, people, and ideas that have contributed to the history of the United States.
4.1.2 Understand the events, people, and ideas that have contributed to the history of North Dakota.
4.1.3 Know and understand chronological order, sequences, and relationships in history.

Standard 2: Students understand how political institutions develop and function.

4.2.1 Understand that laws govern the lives of people in the United States.
4.2.2 Understand how belonging to different groups can cause conflicts.
4.2.3 Understand the possible consequences of the absence of laws.
4.2.4 Understand that laws enable people to live and work in society.

Standard 3: Students understand different types of economic systems.

4.3.1 Understand the concept of supply and demand.
4.3.2 Understand the choices available for making economic decisions.
4.3.3 Understand the role of currency in everyday life.

Standard 4: Students understand how to use social studies resources.

4.4.1 Understand and use maps, graphs, charts, globes, atlases, and computer programs.
4.4.2 Use primary and secondary resources.
4.4.3 Use current events from the printed and electronic media.

Standard 5: Students understand the role of the citizen in society.

4.5.1 Know the basic purposes of government in the United States.
4.5.2 Know the basic functions government performs in one's school, community, state, and nation.
4.5.3 Know the roles, rights, and responsibilities of a citizen in a democratic society.

Standard 6: Students understand geographic elements as applied to social studies.

4.6.1 Understand geographic frameworks and the uses of maps.
4.6.2 Understand places and regions.
4.6.3 Understand physical systems.
4.6.4 Understand human systems.
4.6.5 Understand environment and society.
4.6.6 Understand the uses of geography.

Standard 7: Students understand the importance of culture.

4.7.1 Understand the cultural diversity that exists among groups of people.
4.7.2 Understand the role of customs and traditions.
4.7.3 Understand the expression of culture and how it influences behaviors.

Standard 8: Students understand the basic concepts of sociology and psychology.

4.8.1 Understand individual/group behaviors and interactions.
4.8.3 Understand how institutions are formed and what controls and influences each.

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

4.9.1 Know the five major tribes and their locations in North Dakota.
4.9.2 Understand the significance of language in the tribal culture.
4.9.3 Know the significant events and people in the history of the sovereign tribal nations.
4.9.4 Know that the tribal government is separate from the United States government.

Standard 1: Students understand the nature and scope of history.

Benchmarks

4.1.1 Understand the events, people, and ideas that have contributed to the history of the United States.
4.1.2 Understand the events, people, and ideas that have contributed to the history of North Dakota.
4.1.3 Know and understand chronological order, sequences, and relationships in history.

Examples of Specific Knowledge that Supports the Benchmarks

4.1.1 personal and historical timeline
4.1.2 family ancestors, community and city growth and development
4.1.3 historical events; concept of past, present and future

Examples of Activities that Support the Standards and Benchmarks

4.1.1 Students create their personal timeline from birth to present.

4.1.2 Students gather materials to create a "history box" (i.e., a collection of artifacts) of their community. They include pictures or invite speakers to be part of their presentation of the history box.

4.1.3 Students interview an older person in the community to find out about an historical building or event in their community.

Standard 2: Students understand how political institutions develop and function.

Benchmarks

4.2.1 Understand that laws govern the lives of people in the United States.
4.2.2 Understand how belonging to different groups can cause conflicts.
4.2.3 Understand the possible consequences of the absence of laws.
4.2.4 Understand that laws enable people to live and work in society.

Examples of Specific Knowledge that Supports the Benchmarks

4.2.1 importance of rules in home and classroom
4.2.2 types of conflicts and conflict resolution
4.2.3 need for laws
4.2.4 Declaration of Independence, Bill of Rights, importance of elections and representation, process of government, democratic powers

Examples of Activities that Support the Standard and Benchmarks

4.2.1 Students define rules and make a list of rules for the classroom and school. They role play situations that demonstrate appropriate behaviors for home and school.

4.2.2 After students have been grouped according to eye color (blue, brown, etc.), they are assigned privileges based arbitrarily on their group (e.g., blue eyes get to eat candy while the other colors don't). Students discuss the problems this situation creates and suggest possible solutions.

4.2.3 Students simulate a situation where there are no rules (e.g., no traffic rules, no school rules) and show the consequences of the absence of the rules.

4.2.3 Students engage in a class discussion to determine rules that would safeguard the rights and property of all students in the class. Individual students create a picture or poster that shows a situation in which the rules might protect someone, and then explain the theory behind that picture and why that safeguard was important.

Examples of Activities that Support the Standard and Benchmarks

4.2.4 Students name elected city and state officials and collect data using various multi-media sources to learn about these officials.

4.2.4 Given a particular position of authority (President of the United States, school principal), students conduct research by reading library books, talking with adults, or interviewing someone in the position, to develop a list of responsibilities and powers for the office in question.

Standard 3: Students understand different types of economic systems.

Benchmark

4.3.1 Understand the concept of supply and demand.
4.3.2 Understand the choices available for making economic decisions.
4.3.3 Understand the role of currency in everyday life.

Examples of Specific Knowledge that Supports the Benchmarks

4.3.1 definitions for supply, demand, need/want
4.3.2 jobs, consumers, producers, scarcity, limited resources
4.3.3 money, currency (e.g., corn, paper, credit), goods and services, barter

Examples of Activities to Support the Standard and Benchmarks

4.3.1 Students discuss a need or want for a "mini society" in their classroom. They develop a plan to produce a product that meets this mini society's need or want. Students decide whether this product is a need or a want and explain why.

4.3.2 As a class, students brainstorm the meaning of "consumers" and "producers" and discuss the differences. In pairs, the students create a grocery list of foods they would like to buy and identify who produces the foods on their list.

4.3.3 Students set up a classroom store and purchase items using the barter system. They discuss how using a barter system is different from using currency.

Standard 4: Students understand how to use social studies resources.

Benchmarks

4.4.1 Understand and use maps, graphs, charts, globes, atlases, and computer programs.
4.4.2 Use primary and secondary resources.
4.4.3 Use current events from the printed and electronic media.

Examples of Specific Knowledge that Supports the Benchmarks

4.4.1 types of maps, types of charts, types of graphs (i.e., line, bar), types of atlases, Geosafari (computer program)
4.4.2 definition of primary and secondary sources, types of primary and secondary sources (e.g., journals, letters, interviews, county history books)
4.4.3 internet, newspapers, books

Examples of Activities that Support the Standard and Benchmarks

4.4.1 Students trace their bare feet and use the shape to create a map of a fictitious continent. They label landforms using a foot theme (e.g., Bunion Bay, Hangnail Lake, Big Toe Peninsula).

4.4.2 Students use tombstone epitaphs as a primary resource to reconstruct and interpret a person's life.

4.4.3 Students use multimedia resources to locate and record oral, written or illustrated details pertaining to current events.

Standard 5: Students understand the role of the citizen in society.

Benchmarks

4.5.1 Know the basic purposes of government in the United States.
4.5.2 Know the basic functions government performs in one's school, community, state, and nation.
4.5.3 Know the roles, rights, and responsibilities of a citizen in a democratic society.

Examples of Specific Knowledge that Supports the Benchmarks

4.5.1 names of the branches of government
4.5.2 duties of each branch of government (i.e., basic ideas about what each branch of government does)
4.5.3 responsibilities and roles in our society (e.g., obey laws, voting, taxes, jury duty), qualities of good citizenship (e.g., honesty, courage, patriotism), Pledge to the Flag

Examples of Activities that Support the Standard and Benchmarks

4.5.1 After being placed in groups representing the three branches of government, students discuss the responsibilities of each. Students then role-play what each branch does as a bill goes through the process of becoming a law, being enforced and being brought before the court.

4.5.2 Students write or discuss job descriptions for various members of government (e.g., President, senator, judge, Senate Majority Leader, legislator).

4.5.3 Students simulate an election in their classroom by acting as candidates, preparing and presenting campaign speeches. The students then vote.

4.5.3 Students participate in a public service event (e.g., Earth Day, visiting seniors, school and community cleanup, working at a food bank).

Standard 6: Students understand geographic elements as applied to social studies.

Benchmarks

4.6.1 Understand geographic frameworks and the uses of maps.
4.6.2 Understand places and regions.
4.6.3 Understand physical systems.
4.6.4 Understand human systems.
4.6.5 Understand environment and society.
4.6.6 Understand the uses of geography.

Examples of Specific Knowledge that Supports the Benchmarks

4.6.1 mental maps, spatial elements (i.e., point, line, area, volume), types of maps
4.6.2 human characteristics (e.g., built environment), physical characteristics (e.g., landforms, bodies of water, soil, vegetation, weather, climate)
4.6.3 ecosystems, life cycles (e.g., soil, water)
4.6.4 characteristics of culture (e.g., land, institutions, beliefs, technology, language and people)
4.6.5 physical environment, human interaction with environment, resources
4.6.6 geographic questions regarding our neighborhood, state, nation and the world (e.g., Where is it? Why is it there? What is significant about that location? How is its location related to the locations of other people?)

Examples of Activities that Support the Standard and Benchmarks

4.6.1 Students use labels from clothes, canned goods and other consumer items and identify where the items were manufactured and map these locations. They suggest reasons for any patterns that they find.

4.6.2 Students use clay to create a model of a region, showing the physical and human characteristics.

Examples of Activities that Support the Standard and Benchmarks

4.6.3 In pairs, students create a mural on a large sheet of paper of some forces that cause erosion and other changes to the physical environment. Each pair selects a different factor (e.g., freezing/thawing, wind, soil building processes, gravity) to draw.

4.6.4 Students state reasons for developing land or leaving it alone and discuss how this affects human migration.

4.6.5 Students describe the characteristics of the community's physical environment that first attracted settlers. They decide what opportunities the people today see the environment offering and role-play key scenes from the point of view of the people today. They discuss how the point of view has changed.

4.6.6 Students illustrate a timeline showing how transportation, railroads and communication in the student's neighborhood or within the state have developed over the years.

Grades K-4

Standard 7: Students understand the importance of culture.

Benchmarks

4.7.1 Understand the cultural diversity that exists among groups of people.
4.7.2 Understand the role of customs and traditions.
4.7.3 Understand the expression of culture and how it influences behaviors.

Examples of Specific Knowledge that Supports the Benchmarks

4.7.1 distinctiveness of cultural groups, dignity, value, human rights
4.7.2 cultural traditions, customs
4.7.3 perspective, cultural components (e.g., institutions, beliefs)

Examples of Activities that Support the Standard and Benchmarks

4.7.1 Students survey their classroom to find the different nationalities and graph the results.

4.7.2 Students read stories that compare themes to their cultures. They prepare and sample different types of foods, clothing, and celebrations.

4.7.3 Students participate in songs, dances, and games common to another culture (e.g., German song, Ukranian dance, Vietnamese game).

Grades K-4

Standard 8: Students understand the basic concepts of sociology and psychology.

Benchmarks

4.8.1 Understand individual/group behaviors and interactions.
4.8.2 Understand how institutions are formed and what controls and influences each.

Examples of Specific Knowledge that Supports the Benchmarks

4.8.1 an individual's background and history influence his or her actions and reactions in various situations
4.8.2 individuals may be part of various institutions (e.g., school, government, family, community); institutions are a means of socialization; groups within institutions influence one another

Examples of Activities that Support the Standard and Benchmarks

4.8.1 Students identify individuals and/or groups within their community who work for the common good on a voluntary basis (e.g., civic associations, booster clubs, hospital volunteers, church charities, volunteer fire and rescue workers) and describe the contributions made and the reasons people volunteer their time.

4.8.1 Students choose a career of a family member and place items relating to that career in a paper bag. They present their "Career in a Bag" to the class. The class tries to identify the career represented in the bag.

4.8.2 Students identify types of institutions (e.g., family, school, community, church, government, political parties), the roles of the people in those particular institutions and how they influence each other.

4.8.2 Students interview members of their school staff (e.g., principal, cook, janitor), asking questions about the person's job.

Grades K-4

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

Benchmarks

4.9.1 Know the five major tribes and their locations in North Dakota.
4.9.2 Understand the significance of language in the tribal culture.
4.9.3 Know the significant events and people in the history of the sovereign tribal nations.
4.9.4 Know that the tribal government is separate from the United States government.

Examples of Specific Knowledge that Supports the Benchmarks

4.9.1 the five tribes of North Dakota (i.e., Hidatsa, Sioux, Arikara, Chippewa, Mandan)
4.9.2 oral history, legend
4.9.3 smallpox, role of housing (e.g., earthlodge, tipis)
4.9.4 reservations, tribal council

Examples of Activities that Support the Standard and Benchmarks

4.9.1 Students tell about or construct models of different dwellings of the five tribes of North Dakota. Their description or model should include Native American symbols that would be found on the dwelling. They compare and discuss the likenesses and differences among the different types of dwellings.

4.9.2 Students read and discuss *Knots on a Counting Rope* by Bill Martin, Jr. Given a counting rope, each child in the class tells about an important event in his or her life and ties a knot in his or her counting rope.

4.9.2 Students research a selection of Native American games and choose two games to play. They compare and contrast Native American games to the games students play today.

4.9.3 Students research the impact of the smallpox epidemic on Native Americans living in North Dakota.

4.9.4 Using a map of North Dakota, students locate the reservations in the state and match the North Dakota tribe to its reservation.

SUMMARY OF GRADES 5 – 8 BENCHMARKS

Standard 1: Students understand the nature and scope of history.

8.1.1 Use primary and secondary sources.
8.1.2 Understand historical chronology and perspective.
8.1.3 Understand the history of North Dakota and its people.
8.1.4 Understand the significant events, issues, and major forces affecting United States history.
8.1.5 Understand the significant events, issues, and major forces affecting world history.

Standard 2: Students understand how political institutions develop and function.

8.2.1 Understand political processes at the local, state, tribal, and federal levels.
8.2.2 Understand the importance of the Constitution and related significant documents.
8.2.3 Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances.
8.2.4 Understand the structure, function and role of the local, state, tribal, and federal governments.

Standard 3: Students understand different types of economic systems.

8.3.1 Understand how production and distribution decisions are determined in the United States and North Dakota economies.
8.3.2 Understand comparisons in market, tradition-based, command, and mixed economic systems.
8.3.3 Know the various kinds of specialized institutions that exist in market economies.
8.3.4 Understand the importance of management of personal finances.

Standard 4: Students use social studies resources.

8.4.1 Use various map forms, tools, and technologies to acquire, process and report information.
8.4.2 Understand the differences between primary and secondary sources and how to utilize them.
8.4.3 Use computer-generated materials to expand knowledge.

Standard 5: Students understand the role of the citizen in society.

8.5.1 Know the basic principles of American constitutional government.
8.5.2 Know the rights and responsibilities to be effective American citizens.
8.5.3 Understand the structure, functions, and purposes of government.
8.5.4 Understand the necessity of citizen participation in the political process.

Standard 6: Students understand geographic elements as applied to social studies.

8.6.1 Understand the world in spatial terms.
8.6.2 Understand world places and regions.
8.6.3 Understand Earth's physical and human systems.
8.6.4 Understand relationships between human activity and the environment.
8.6.5 Apply geography in interpreting the past, understanding the present, and planning for the future.

Standard 7: Students understand the importance of culture.

8.7.1 Understand the relationship between socio-economics and culture.
8.7.2 Understand the relationships among gender, ethics, race, ideologies and culture.
8.7.3 Understand the relationships among family, religion, social institutions and culture.

Standard 8: Students understand the basic concepts of sociology and psychology.

8.8.1 Understand the process of emerging personality growth and development.
8.8.2 Understand individual/group behaviors within social structures.
8.8.3 Understand how individuals and institutions influence each other.

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

8.9.1 Understand the unique cultures of Native Americans in North Dakota.
8.9.2 Understand how cultural and historical forces have affected Native Americans in North Dakota.
8.9.3 Understand how political and economic forces have affected Native Americans in North Dakota.

Grades 5-8

Standard 1: Students understand the nature and scope of history.

Benchmarks

8.1.1 Use primary and secondary sources.
8.1.2 Understand historical chronology and perspective.
8.1.3 Understand the history of North Dakota and its people.
8.1.4 Understand the significant events, issues, and major forces affecting United States history.
8.1.5 Understand the significant events, issues, and major forces affecting world history.

Examples of Specific Knowledge that Supports the Benchmarks

8.1.1 diaries, newspapers, government documents, magazines, speeches
8.1.2 timelines, cause and effect, points of view, push/pull factors, cycles, biographies, interviews
8.1.3 interview process, ethnicity, settlement patterns, cultural mosaic, maps, personal experiences, biographies
8.1.4 biographies, government documents, news broadcasts, newspapers, magazines, Revolutionary War, Constitution, Western Movement, Industrial Revolution, Civil Rights, Civil War, Immigration, technology
8.1.5 ancient architecture, feudal system, Renaissance, ancient civilizations, Crusades, World War I, World War II, biographies

Examples of Activities that Support the Standard and Benchmarks

8.1.1 Students use newspapers to compare and contrast different perspectives on current issues. They present their results through a debate, monologue, editorial, cartoon, role-play, speech, etc.

8.1.2 Students create a personal timeline in conjunction with major national and world historical events.

8.1.3 Students interview community members about events in their lives and create a document that includes information about transportation, recreation, clothing styles, economics, occupations, etc. during the community members' lives.

Examples of Activities that Support the Standard and Benchmarks

8.1.4 Students give speeches and role-play significant figures from the Reconstruction Era. Following discussion, the class selects a Reconstruction policy.

8.1.5 Students design a map of a feudal manor, including a design of the castle and the land surrounding it.

Grades 5-8

Standard 2: Students understand how political institutions develop and function.

Benchmarks

8.2.1 Understand political processes at the local, state, tribal, and federal levels.
8.2.2 Understand the importance of the Constitution and related significant documents.
8.2.3 Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances.
8.2.4 Understand the structure, function and role of the local, state, tribal, and federal governments.

Examples of Specific Knowledge that Supports the Benchmarks

8.2.1 political parties, suffrage, elections, Electoral College, voter registration, poll taxes, census, referendum, initiative, recall, voter restrictions, tribal governance
8.2.2 rights of Englishmen, Preamble to the Constitution, Declaration of Independence, the Constitutional Convention, ratification, articles of the Constitution, the Bill of Rights, Constitutional Amendments, elastic clause
8.2.3 qualifications for federal office; how laws are made; executive, legislative, and judicial duties and responsibilities; legislative committees and hearings; veto; judicial review; impeachment
8.2.4 city government, county government, court system, school boards, state government, federal system of government, town meetings, unicameral and bicameral government, presidential cabinet, tribal sovereignty

Examples of Activities that Support the Standard and Benchmark

8.2.1 Students design flow charts showing the steps in the process of becoming candidates for local, state, and national offices.

8.2.2 Students select one member of the Constitutional Convention and prepare and deliver a biographical monologue or report for that person that includes facts about the person, the issues, and the Constitutional Convention.

Examples of Activities that Support the Standard and Benchmarks

8.2.2 Students write a paragraph explaining why the country needs a constitution.

8.2.3 Students construct mobiles, showing the three branches of the federal government. The mobile must display the checks and balances, complete with explanations, and must balance when hung.

8.2.4 Students attend a meeting of elected officials. They write minutes of the meeting and report on agenda issues and the resolutions.

Standard 3: Students understand different types of economic systems.

Benchmarks

8.3.1 Understand how production and distribution decisions are determined in the United States and North Dakota economies.
8.3.2 Understand comparisons in market, tradition-based, command, and mixed economic systems.
8.3.3 Know the various kinds of specialized institutions that exist in market economies.
8.3.4 Understand the importance of management of personal finances.

Examples of Specific Knowledge that Supports the Benchmarks

8.3.1 supply, demand, choice, decision, balance of trade, deficit, surplus, GNP, revenue, markets, opportunity costs, advertising
8.3.2 management and labor, asset, liability, stock, bond, mutual fund, CD, industry, service, and agrarian sectors
8.3.3 bank, credit union, financial institution, credit cards, insurance companies, stock brokerage firms
8.3.4 budgets, paychecks, examples of expenses, newspapers, want ads, cash flow, checking account, credit, cash, interest, savings mechanisms

Examples of Activities that Support the Standard and Benchmarks

8.3.1 Students research rates charged by types of transportation (i.e., airlines, railroads, trucking) carrying North Dakota products or people out of state.

8.3.2 Students assume the role of investors in the U.S. Stock Market. They select five stocks and track daily price fluctuations as they attempt to make money.

8.3.3 Students compare and contrast information about financial institutions following presentations by institution representatives.

8.3.4 Students brainstorm and list advantages and disadvantages of using credit or cash for economic growth.

Grades 5-8

Standard 4: Students use social studies resources.

Benchmarks

8.4.1 Use various map forms, tools, and technologies to acquire, process and report information.
8.4.2 Understand the differences between primary and secondary sources and how to utilize them.
8.4.3 Use computer-generated materials to expand knowledge.

Examples of Specific Knowledge that Support the Benchmarks

8.4.1 map projections, computer-generated special purpose maps, terminology, proportion, scale of miles, physical maps, political maps, topographical maps, satellite images, Landsat photography
8.4.2 definition of primary source, definition of secondary source, letters, journals, cash flow records, newspaper, textbook, encyclopedia, diaries, internet, media center resources
8.4.3 word processing, graphing, spread sheets, computer encyclopedias, Internet information, CD-ROM, multimedia presentations

Examples of Activities that Support the Standard and Benchmarks

8.4.1 Students select a country and make political, physical, ethnic, language, and religion maps using transparencies. Then they use an overhead projector to make a class presentation, analyzing the culture of the selected country. They prepare a three-dimensional model showing the landforms of the country.

8.4.2 Students read a selection from the Lewis and Clark journals. They compare content and style with their history text report of the Lewis and Clark expedition and make note of which people mentioned in the journals are neglected in the history book. They also map the native cultures encountered.

8.4.3 Students use information gathered from Internet sources to create a biographical sketch of a current political figure. They include a photo, personal information, and career information. Using a word processing program, they prepare a sketch in a two column format with a header incorporating the title and the photo.

Standard 5: Students understand the role of the citizen in society.

Benchmarks

8.5.1 Know the basic principles of American constitutional government.
8.5.2 Know the rights and responsibilities to be effective American citizens.
8.5.3 Understand the structure, functions, and purposes of government.
8.5.4 Understand the necessity of citizen participation in the political process.

Examples of Specific Knowledge that Supports the Benchmarks

8.5.1 government documents (e.g., Declaration of Independence, Constitution, state constitution), democracy, communism, republic, monarchy, dictatorship
8.5.2 perform jury duty; defend the country; pay taxes; obey laws; vote; involvement in community service; Bill of Rights
8.5.3 checks and balances; legislative, executive, judicial branches; bill; veto; supreme court; term limits; Constitution
8.5.4 constituents, lobbying, petition, election, special interest groups

Examples of Activities that Support the Standard and Benchmarks

8.5.1 Students read the Bill of Rights and discuss the rights of each individual and restate in a language which students understand. Students then write a Bill of Rights for their classroom and/or school.

8.5.2 Students prepare questions relating to duties or responsibilities of one or more guest speakers (e.g., judge, juror, sheriff) in the political process. They then ask the questions and prepare reports based on their findings.

8.5.3 Students role-play a situation (e.g., impeachment) where each branch of government needs to check and balance the others.

8.5.4 Students write to public officials, newspapers, and others expressing opinions on certain issues in community, state or nation.

Grades 5-8

Standard 6: Students understand geographic elements as applied to social studies.

Benchmarks

8.6.1 Understand the world in spatial terms.
8.6.2 Understand world places and regions.
8.6.3 Understand Earth's physical and human systems.
8.6.4 Understand relationships between human activity and the environment.
8.6.5 Apply geography in interpreting the past, understanding the present, and planning for the future.

Examples of Specific Knowledge that Supports the Benchmarks

8.6.1 focus on geographic questions (i.e., Where is it? Why is it there?), mental maps, maps, globes, graphs, diagrams, almanacs, geographic tools, Prime Meridian, parallels, meridians, scale, location, distance, direction
8.6.2 physical characteristics, landforms, bodies of water, soil, vegetation, weather, climate, human characteristics, built environment, population distribution, ethnicity, perceptions, demographics
8.6.3 atmosphere, lithosphere, plate tectonics, soil formation, hydrosphere, biosphere, communities, niche, ecosystem, population, settlement patterns, migration, economy, transportation
8.6.4 characteristics of culture, population, basic settlement patterns, human migration, economy, need/want, how culture changes, transportation, communication, pollution, energy sources
8.6.5 oil distribution, canals, mountain ranges, conflict, movement, migration, natural barriers, geopolitics, population growth, fund and flow resource distribution, El Nino, weather phenomena, weather cycles

Examples of Activities that Support the Standard and Benchmarks

8.6.1 Students create a model of the community, locating key places, and discuss why some locations are more desirable than others. They use labels of clothing, canned goods, and other consumer items to map the relationships of consumer goods to their respective areas of production and consumption.

Examples of Activities that Support the Standard and Benchmarks

8.6.2 Students analyze the effects of different types of technology on places (e.g., impact of railroads in the nineteenth century and satellite communications in the twentieth century).

8.6.3 Students research violent weather phenomena and report and map out patterns of violent weather. They include implications for life and housing in their report.

8.6.4 Students rank natural hazards based on the severity of their impact on humans (e.g., length of event, total loss of life, total economic impact, social effects, long term impacts, incidence of associated hazards).

8.6.5 Students predict the future population age, medical services, education, and employment for North Dakota based on a study of current demographic information.

Grades 5-8

Standard 7: Students understand the importance of culture.

Benchmarks

8.7.1 Understand the relationship between socio-economics and culture.
8.7.2 Understand the relationships among gender, ethics, race, and ideologies and culture.
8.7.3 Understand the relationships among family, religion, social institutions and culture.

Examples of Specific Knowledge that Supports the Benchmarks

8.7.1 social class, stratification, education, occupation, wealth, poverty, power, inequality, social mobility, caste, race, gender, religion
8.7.2 gender, sexual harassment, work ethic, honesty, respect, crime, freedom prejudice, discrimination, Civil Rights Movement, assimilation, minority cultures
8.7.3 divorce, family structures, world religions, rituals, government, tolerance, education, welfare, literacy, political parties, suffrage, age demographics

Examples of Activities that Support the Standard and Benchmarks

8.7.1 Students use almanacs or other appropriate sources to determine the relationships that exist between the level of education attained and the amount of salary and/or lifetime earnings and graph or chart their findings. Then they prepare a survey, listing no fewer than twenty occupations, and give it to their classmates to rank according to social prestige. Extend this activity to include several cultures.

8.7.2 Students compare and contrast the concept of ownership in various cultures.

8.7.3 Students select individuals, from throughout history, who acted as agents for change within their culture because of their religious or philosophical beliefs. They make a "hall of fame," with biographical sketches, pictures if possible, and a statement of how the person's actions changed the course of history or could have changed history in other cultures.

Standard 8: Students understand the basic concepts of sociology and psychology.

Benchmarks

8.8.1 Students understand the process of emerging personality growth and development.
8.8.2 Students understand individual/group behaviors within social structures.
8.8.3 Students understand how individuals and institutions influence each other.

Examples of Specific Knowledge that Supports the Benchmarks

8.8.1 self, individual, group, collective, cooperation, collaboration, personality, response, stimulus, goal setting, organization, conflict, life cycle, family
8.8.2 cooperation, collaboration, power, conflict, role, home, school, family, community, institutions
8.8.3 process, peaceful and violent demonstration, picket lines, protests, petition, group affiliation, citizenship, voting

Examples of Activities that Support the Standard and Benchmarks

8.8.1 Students design a poster showing stages of brain development.

8.8.2 Students list and discuss the functions of various groups to which they belong.

8.8.3 Students select an individual or event from the Civil Rights Movement and investigate and explain the role he/she/it played in effecting change.

Grades 5-8

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

Benchmarks

8.9.1 Understand the unique cultures of Native Americans in North Dakota.
8.9.2 Understand how cultural and historical forces have affected Native Americans in North Dakota.
8.9.3 Understand how political and economic forces have affected Native Americans in North Dakota.

Examples of Specific Knowledge that Support the Benchmarks

8.9.1 nomadic culture, woodland culture, buffalo culture, agrarian culture, treaties, dual citizenship, Bureau of Indian Affairs
8.9.2 trade, fur companies, beaver hats, Red River carts, smallpox epidemic, ceremonies, Westward Expansion, Homestead Act, religion, acculturation, definition of sovereign, Dawes Act, tribal enrollment
8.9.3 railroad, military forts, immigration, Louisiana Purchase, steamboat trade, gaming, health issues (e.g., diabetes, nutrition, alcoholism)

Examples of Activities that Support the Standard and Benchmarks

8.9.1 Students research the populations of the five dominant plains tribes and the four other tribes who lived in what is now North Dakota. They gather data on numbers before and after the smallpox epidemics of the late 1800's and prepare computer graphs showing their data.

8.9.2 Students compare and contrast Native American beliefs regarding land ownership, ceremonies, music, etc. with mainstream cultural beliefs.

8.9.3 Students prepare a map of North Dakota showing locations of Native American tribes before immigration and settlement, an overlay transparency showing the railroads built in North Dakota, and a second overlay showing locations of Native American reservations in North Dakota. They speculate on what relationships might exist among past and present Native American locations, railroad building, and settlement patterns.

SUMMARY OF GRADES 9 – 12 BENCHMARKS

Standard 1: Students understand the nature and scope of history.

12.1.1 Understand that chronological thinking involves sequencing events.
12.1.2 Understand cause and effect relationship.
12.1.3 Understand the development of world civilizations.
12.1.4 Understand major issues and events in United States history.
12.1.5 Understand major issues and events in world history.

Standard 2: Students understand how political institutions develop and Function.

12.2.1 Understand the structures and purposes of governments.
12.2.2 Understand the foundations and structures of the American political system.
12.2.3 Understand the role of American political institutions in international affairs.

Standard 3: Students understand different types of economics systems.

12.3.1 Understand the principles and problems of traditional, command, market and mixed economies.
12.3.2 Understand major economic forces and institutions that impact the individual decisions of producers, consumers and investors.
12.3.3 Understand interdependence in the global marketplace.

Standard 4: Students understand how to use social studies resources.

12.4.1 Use primary sources to enhance understanding of social studies content.
12.4.2 Interpret and evaluate secondary sources.
12.4.3 Apply technology in accessing and using social studies resources.

Standard 5: Students understand the role of the citizen in society.

12.5.1 Understand the rights of citizenship.
12.5.2 Understand the responsibilities of citizenship and the components of civic participation.

Standard 6: Students understand geographic elements as applied to social studies.

12.6.1 Relate geographic elements to concepts in other social studies disciplines.
12.6.2 Know that geography is fundamental to understanding changes in physical and human environment.
12.6.3 Understand the characteristics and uses of geographic tools and use these tools to organize information.

Standard 7: Students understand the importance of culture.

12.7.1 Understand elements of culture and the diversity among cultures.
12.7.2 Understand the role of the humanities, religion, and beliefs in defining and preserving culture.

Standard 8: Students understand the basic concepts of sociology and psychology.

12.8.1 Know the process of personality growth and development.
12.8.2 Understand human behavior within social structures.
12.8.3 Apply experimental methods to the study of the basic concepts of sociology and psychology.

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

12.9.1 Understand the elements of tribal cultures.
12.9.2 Understand tribal political processes within the reservation.
12.9.3 Understand major issues and events in tribal histories.
12.9.4 Understand tribal concerns within the tribal community and outside the reservation.

Grades 9-12

Standard 1: Students understand the nature and scope of history.

Benchmarks

12.1.1 Understand that chronological thinking involves sequencing events.
12.1.2 Understand cause and effect relationship.
12.1.3 Understand the development of world civilizations.
12.1.4 Understand major issues and events in United States history.
12.1.5 Understand major issues and events in world history.

Examples of Specific Knowledge that Supports the Benchmarks

12.1.1 timelines, dates, changes, historical eras
12.1.2 consequences of political, social, and economic activities
12.1.3 agriculture, rise of cities, political unity, trade, industrialization
12.1.4 population diversity and racism, expansion, industrialization, reform, sectionalism, nationalism, revolution, conflicts and foreign policies
12.1.5 colonialism, imperialism, migration, technology, global conflict, peace-keeping environment, human rights

Examples of Activities that Support the Standard and Benchmarks

12.1.1 Students create a timeline for any appropriate period of history and explain the importance of events chosen.

12.1.2 Students write essays to trace a particular theme such as reform, immigration or expansion.

12.1.2 Students participate in a simulation to demonstrate understanding of cause and effect relationships, for example World War I or World War II.

12.1.3 Students create maps of world civilization, colonization, trade routes, etc. They should include such features as capitals, ports, names of countries, rivers, etc.

12.1.4 Students write a letter as a person (e.g., soldier, settler, merchant, student) experiencing something such as life in a new country, westward migration, etc.

Examples of Activities that Support the Standard and Benchmarks

12.1.5 Students create a newspaper, using such elements as a front page, cartoons, or editorials, that highlights certain historical topics (e.g., Napoleon, the fall of the Berlin Wall, World War I).

12.1.5 Students research a current global issue, its historical roots and present effects and propose a solution.

Standard 2: Students understand how political institutions develop and function.

Benchmarks

12.2.1 Understand the structures and purposes of governments.
12.2.2 Understand the foundations and structures of the American political system.
12.2.3 Understand the role of American political institutions in international affairs.

Examples of Specific Knowledge that Supports the Benchmarks

12.2.1 rule of law; dictatorship; common defense; role of state; unitary, federal, and confederate; preserve order; sovereignty
12.2.2 liberty, equality, natural rights, political parties, three branches, federalism, interest groups and public opinion, English foundations, Declaration of Independence, Constitutional law, Bill of Rights, amendments
12.2.3 diplomacy, international bodies, trade, humanitarian aid, military involvement

Examples of Activities that Support the Standard and Benchmarks

12.2.1 Students create a bill and simulate the process of law making.

12.2.1 Students chart characteristics of the three forms of government and select the one they feel is best with an explanation as to why.

12.2.2 Students experience field trips to courts, the state capitol, or city/county offices or meetings, and listen to and ask questions of speakers involved in government.

12.2.2 Students listen to commercials, collect campaign literature, compile election news articles and make a collage. They analyze their samples for bias, accuracy, or believability.

12.2.2 Students explain how the US Constitution is a living document by analyzing its evolution through amendments, Supreme Court interpretation and decisions.

12.2.3 Students debate the various global positions on an issue such as human rights, environment, or military involvement.

12.2.3 Students describe the purpose or functions of major international organizations such as UN, NATO, World Court, OAS.

Standard 3: Students understand different types of economic systems.

Benchmarks

12.3.1 Understand the principles and problems of traditional, command, market, and mixed economies.
12.3.2 Understand major economic forces and institutions that impact the individual decisions of producers, consumers, and investors.
12.3.3 Understand interdependence in the global marketplace.

Examples of Specific Knowledge that Supports the Benchmarks

12.3.1 individual roles as producers/consumers/workers/savers/investors; role of government allocation of resources; decision making
12.3.2 scarcity, opportunity cost, monetary policy, fiscal policy, supply and demand, stock market, cost-benefit concept, credit, financial institutions, inflation, deflation, unemployment, environment, competition, productivity
12.3.3 comparative/absolute advantage, specialization, balance of payments, NAFTA, WTO, EU, IMF, G-7, multinationals, trade policies - MFN, foreign exchange rates, environmental and child labor issues

Examples of Activities that Support the Standard and Benchmarks

12.3.1 Students research and debate the positive and negative aspects of the various economic systems.

12.3.2 Students participate in stock market simulation, conducting research and preparing reports on their companies.

12.3.2 Students create graphs on supply and demand and/or other economic principles.

12.3.3 In cooperative groups, students create posters, or newspapers that compare different nations' economies, exchange rates, education, trade relationships.

Standard 4: Students understand how to use social studies resources.

Benchmarks

12.4.1 Use primary sources to enhance understanding of social studies content.
12.4.2 Interpret and evaluate secondary sources.
12.4.3 Apply technology in accessing and using social studies resources.

Examples of Specific Knowledge that Supports the Benchmarks

12.4.1 maps, diaries, letters, cartoons, magazines, newspapers, paintings, music, documents, artifacts, photos, journals, eyewitness accounts, film
12.4.2 secondary narratives, literature, biographies, newspapers, magazines, film
12.4.3 computer literacy, website, simulations, multimedia

Examples of Activities that Support the Standard and Benchmarks

12.4.1 Students evaluate historical validity of primary and secondary sources.

12.4.1 Students design political commercials or engage in historical reenactments or role-plays by using a variety of sources (e.g., internet, information brochures, newspapers).

12.4.1 Students interview parents, local leaders, political leaders, neighbors, etc. to construct oral histories that provide a perspective on the history of their community.

12.4.2 Students compare and analyze various sources to determine the author's perspectives and biases and to draw conclusions about historical accuracy.

12.4.3 Students use the internet to research and construct multimedia presentations on an historical event (e.g., Civil War, World War I, World War II).

Grades 9-12

Standard 5: Students understand the role of the citizen in society.

Benchmarks

12.5.1 Understand the rights of citizenship.
12.5.2 Understand the responsibilities of citizenship and the components of civic participation.

Examples of Specific Knowledge that Supports the Benchmarks

12.5.1. freedom of association, movement, and conscience; due process and equal protection; suffrage; naturalization; limits on rights; economic freedoms; freedom of speech, press, assembly, religion and petition
12.5.2 self-discipline, respect for individual worth and dignity, tolerance, compromise, rule of law, ethical behavior, voting, jury duty, armed forces, pay taxes, volunteerism, knowledge of political philosophies/platforms, public service

Examples of Activities that Support the Standard and Benchmarks

12.5.1 Students analyze Supreme Court cases dealing with Bill of Rights issues such as those specific to education.

12.5.2 Students participate in simulations or mock elections.

12.5.2 Students form an interest group or political party and campaign for issues or candidates.

12.5.2 Students write a letter addressing a current political, economic, or social issue to their representative in the state legislature or the local newspaper editor.

Grades 9-12

Standard 6: Students understand geographic elements as applied to social studies.

Benchmarks

12.6.1 Relate geographic elements to concepts in other social studies disciplines.
12.6.2 Know that geography is fundamental to understanding changes in physical and human environment.
12.6.3 Understand the characteristics and uses of geographic tools and use these tools to organize information.

Examples of Specific Knowledge that Supports the Benchmarks

12.6.1 world in spatial terms, places and regions, physical systems, human settlements and structures, environment and society
12.6.2 natural changes that shape environment, destruction/modification of ecosystem, urbanization, population movement, limits of growth, commodity movements, information flow, human adaptation to climate and topography
12.6.3 maps, graphs, charts, tables, mental mapping, globes, diagrams, photographs, atlas, film

Examples of Activities that Support the Standard and Benchmarks

12.6.1 Students sketch a map from memory and identify major landforms and resources that contributed to economic and historical development of a city, county or region.

12.6.1 Students design a travel brochure on a country that will include the geographical settings.

12.6.2 Students compare how city structures around the world serve their populations.

12.6.2 Students compare ways in which their local community historically has modified its environment to meet economic, geographic, and social needs.

12.6.3 Students gather and examine demographic information (e.g., national census data) and apply it to a local region.

Grades 9-12

Standard 7: Students understand the importance of culture.

Benchmarks

12.7.1 Understand elements of culture and the diversity among cultures.
12.7.2 Understand the role of the humanities, religion, and beliefs in defining and preserving culture.

Examples of Specific Knowledge that Supports the Benchmarks

12.7.1 marriage, family, death, diet, time, possession, gender role, language, dress, customs, morals, beliefs, values, behavior patterns, cultural shock
12.7.2 art, architecture, literature, music, drama, popular culture, Judaism, Christianity, Islam, Hinduism, Buddhism

Examples of Activities that Support the Standard and Benchmarks

12.7.1 Students discuss similarities and differences among music, literature and art from different cultures.

12.7.1 Students compare the elements of diverse cultures as they relate to marriage and family.

12.7.2 Students compare the major fundamental tenets of world religions and explain how religion defines the culture and how the tenets preserve culture.

12.7.2 Students match musical selections and other forms of artistic expression to historical periods or cultures.

Grades 9-12

Standard 8: Students understand the basic concepts of sociology and psychology.

Benchmarks

12.8.1 Know the process of personality growth and development.
12.8.2 Understand human behavior within social structures.
12.8.3 Apply experimental methods to the study of the basic concepts of sociology and psychology.

Examples of Specific Knowledge that Supports the Benchmarks

12.8.1 personality disorders, behavior disorder, mental health, heredity, nurture vs. nature, emotions, motivation, sexuality
12.8.2 family, ethnicity, socioeconomic status, social stratification, nationality, socialization, deviance, social control, stereotyping
12.8.3 problem identification, observation, hypothesis, prediction, experimentation, evaluation, survey, inquiry, case studies

Examples of Activities that Support the Standard and Benchmarks

12.8.1 Students discuss reactions to various media presentations on behavior and personality disorders.

12.8.1 Students participate in personality self-assessments in order to understand personality growth and development. They write an essay reflecting on the results, explaining what they learned about themselves and whether they agree with the results. (Students also could research how personality self-assessments are developed.)

12.8.2 Students examine the relationships between social stratification and other characteristics such as income levels, education, and family.

12.8.2 Students identify different subgroups within their school and explain the subgroups' development and roles.

12.8.3 Students apply the elements of scientific method to study a social issue such as teen smoking or drinking.

Grades 9-12

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

Benchmarks

12.9.1 Understand the elements of tribal cultures.
12.9.2 Understand tribal political processes within the reservation.
12.9.3 Understand major issues and events in tribal histories.
12.9.4 Understand tribal concerns within the tribal community and outside the reservation.

Examples of Specific Knowledge that Supports the Benchmarks

12.9.1 family, religion, socio-economics, customs, traditions, marriage, dress, language, diet, beliefs, values, music, possession, gender role, tribal enrollment
12.9.2 leadership, elections, courts, lawmaking process
12.9.3 location, adaptation to environment, interaction with other tribes and non-Indian groups, treaties and the reservation system, federal laws
12.9.4 gaming, housing, education, treaty rights, health, distribution of wealth, jurisdictional issues, stereotyping

Examples of Activities that Support the Standard and Benchmark

12.9.1 Using Native and non-Native primary sources, students compare Native and non-Native views regarding land, family, beliefs, or stereotypes. They chart the views and analyze the perspectives.

12.9.2 Students compare the structure of tribal governments with the U.S. federal system and present their comparison in diagrams or chart form.

12.9.3 Students prepare questions to ask a Native American guest speaker to learn about a major issue or event in tribal history.

12.9.3 Students trace the historical background of the reservation system.

12.9.4 Students examine contemporary conflicts (e.g., Wounded Knee) between American Indians and non-Indians.

SUMMARY OF BENCHMARKS BY STANDARD

Standard 1: Students understand the nature and scope of history.

Grades K-4 Benchmarks

4.1.1 Understand the events, people, and ideas that have contributed to the history of the United States.
4.1.2 Understand the events, people, and ideas that have contributed to the history of North Dakota.
4.1.3 Know and understand chronological order, sequences, and relationships in history.

Grades 5-8 Benchmarks

8.1.1 Use primary and secondary sources.
8.1.2 Understand historical chronology and perspective.
8.1.3 Understand the history of North Dakota and its people.
8.1.4 Understand the significant events, issues, and major forces affecting United States history.
8.1.5 Understand the significant events, issues, and major forces affecting world history.

Grades 9-12 Benchmarks

12.1.1 Understand that chronological thinking involves sequencing events.
12.1.2 Understand cause and effect relationship.
12.1.3 Understand the development of world civilizations.
12.1.4 Understand major issues and events in United States history.
12.1.5 Understand major issues and events in world history.

Standard 2: Students understand how political institutions develop and function.

Grades K-4 Benchmarks

4.2.1 Understand that laws govern the lives of people in the United States.
4.2.2 Understand how belonging to different groups can cause conflicts.
4.2.3 Understand the possible consequences of the absence of laws.
4.2.4 Understand that laws enable people to live and work in society.

Grades 5-8 Benchmarks

8.2.1 Understand political processes at the local, state, tribal, and federal levels.
8.2.2 Understand the importance of the Constitution and related significant documents.
8.2.3 Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances.
8.2.4 Understand the structure, function and role of the local, state, tribal, and federal governments.

Grades 9-12 Benchmarks

12.2.1 Understand the structures and purposes of governments.
12.2.2 Understand the foundations and structures of the American political system.
12.2.3 Understand the role of American political institutions in international affairs.

Standard 3: Students understand different types of economic systems.

Grades K-4 Benchmarks

4.3.1 Understand the concept of supply and demand.
4.3.2 Understand the choices available for making economic decisions.
4.3.3 Understand the role of currency in everyday life.

Grades 5-8 Benchmarks

8.3.1 Understand how production and distribution decisions are determined in the United States and North Dakota economies.
8.3.2 Understand comparisons in market, tradition-based, command, and mixed economic systems.
8.3.3 Know the various kinds of specialized institutions that exist in market economies.
8.3.4 Understand the importance of management of personal finances.

Grades 9-12 Benchmarks

12.3.1 Understand the principles and problems of traditional, command, market and mixed economies.
12.3.2 Understand major economic forces and institutions that impact the individual decisions of producers, consumers and investors.
12.3.3 Understand interdependence in the global marketplace.

Standard 4: Students understand how to use social studies resources.

Grades K-4 Benchmarks

4.4.1 Understand and use maps, graphs, charts, globes, atlases, and computer programs.
4.4.2 Use primary and secondary resources.
4.4.3 Use current events from the printed and electronic media.

Grades 5-8 Benchmarks

8.4.1 Use various map forms, tools, and technologies to acquire, process and report information.
8.4.2 Understand the differences between primary and secondary sources and how to utilize them.
8.4.3 Use computer-generated materials to expand knowledge.

Grades 9-12 Benchmarks

12.4.1 Use primary sources to enhance understanding of social studies content.
12.4.2 Interpret and evaluate secondary sources.
12.4.3 Apply technology in accessing and using social studies resources.

Standard 5: Students understand the role of the citizen in society.

Grades K-4 Benchmarks

4.5.1 Know the basic purposes of government in the United States.
4.5.2 Know the basic functions government performs in one's school, community, state, and nation.
4.5.3 Know the roles, rights, and responsibilities of a citizen in a democratic society.

Grades 5-8 Benchmarks

8.5.1 Know the basic principles of American constitutional government.
8.5.2 Know the rights and responsibilities to be effective American citizens.
8.5.3 Understand the structure, functions, and purposes of government.
8.5.4 Understand the necessity of citizen participation in the political process.

Grades 9-12 Benchmarks

12.5.1 Understand the rights of citizenship.
12.5.2 Understand the responsibilities of citizenship and the components of civic participation.

Standard 6: Students understand geographic elements as applied to social studies.

Grades K-4 Benchmarks

4.6.1 Understand geographic frameworks and the uses of maps.
4.6.2 Understand places and regions.
4.6.3 Understand physical systems.
4.6.4 Understand human systems.
4.6.5 Understand environment and society.
4.6.6 Understand the uses of geography.

Grades 5-8 Benchmarks

8.6.1 Understand the world in spatial terms.
8.6.2 Understand world places and regions.
8.6.3 Understand Earth's physical and human systems.
8.6.4 Understand relationships between human activity and the environment.
8.6.5 Apply geography in interpreting the past, understanding the present, and planning for the future.

Grades 9-12 Benchmarks

12.6.1 Relate geographic elements to concepts in other social studies disciplines.
12.6.2 Know that geography is fundamental to understanding changes in physical and human environment.
12.6.3 Understand the characteristics and uses of geographic tools and use these tools to organize information.

Standard 7: Students understand the importance of culture.

Grades K-4 Benchmarks

4.7.1 Understand the cultural diversity that exists among groups of people.
4.7.2 Understand the role of customs and traditions.
4.7.3 Understand the expression of culture and how it influences behaviors.

Grades 5-8 Benchmarks

8.7.1 Understand the relationship between socio-economics and culture.
8.7.2 Understand the relationships among gender, ethics, race, ideologies and culture.
8.7.3 Understand the relationships among family, religion, social institutions and culture.

Grades 9-12 Benchmarks

12.7.1 Understand elements of culture and the diversity among cultures.
12.7.2 Understand the role of the humanities, religion, and beliefs in defining and preserving culture.

Standard 8: Students understand the basic concepts of sociology and psychology.

Grades K-4 Benchmarks

4.8.1 Understand individual/group behaviors and interactions.
4.8.2 Understand how institutions are formed and what controls and influences each.

Grades 5-8 Benchmarks

8.8.1 Understand the process of emerging personality growth and development.
8.8.2 Understand individual/group behaviors within social structures.
8.8.3 Understand how individuals and institutions influence each other.

Grades 9-12 Benchmarks

12.8.1 Know the process of personality growth and development.
12.8.2 Understand human behavior within social structures.
12.8.3 Apply experimental methods to the study of the basic concepts of sociology and psychology.

Standard 9: Students understand the history and perspective of the sovereign tribal nations of North Dakota.

Grades K-4 Benchmarks

4.9.1 Know the five major tribes and their locations in North Dakota.
4.9.2 Understand the significance of language in the tribal culture.
4.9.3 Know the significant events and people in the history of the sovereign tribal nations.
4.9.4 Know that the tribal government is separate from the United States government.

Grades 5-8 Benchmarks

8.9.1 Understand the unique cultures of Native Americans in North Dakota.
8.9.2 Understand how cultural and historical forces have affected Native Americans in North Dakota.
8.9.3 Understand how political and economic forces have affected Native Americans in North Dakota.

Grades 9-12 Benchmarks

12.9.1 Understand the elements of tribal cultures.
12.9.2 Understand tribal political processes within the reservation.
12.9.3 Understand major issues and events in tribal histories.
12.9.4 Understand tribal concerns within the tribal community and outside the reservation.

BEST COPY AVAILABLE